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ABSTRACT

To prepare the education chapter for the forthcoming volume of the U.S. Library of Congress' "Handbook of Latin American Studies," the author reviewed over 500 publications on Latin American education issued between 1978 and 1983; the abstracts of approximately 200 of them will be published in the forthcoming volume of the Handbook. The research described herein analyzes this selected material and the material contained in previous Handbook volumes from three perspectives: (1) a survey perspective or a statistical profile of the publications, (2) a country or regional perspective, and (3) a developmental perspective. The paper concludes that while lacunae exist and rigorously designed and convincingly argued research is scarce, the publications continue to be abundant, varied in scope, and diverse in the range of topics explored. (Author)

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Contemporary Research on Latin American Education
A Review and Profile

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For Presentation at the Annual Meeting of the
American Educational Research Association
New Orleans
April 23-27, 1984

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Running Head: CONTEMPORARY RESEARCH

Abstract

To prepare the education chapter for the forthcoming volume of the U.S. Library of Congress' Handbook of Latin American Studies, the author reviewed over 500 publications on Latin American education issued between 1978 and 1983; the abstracts of approximately 200 of them will be published in the forthcoming volume of the Handbook. The research described herein analyzes this selected material and the material contained in previous Handbook volumes from three perspectives: (1) a survey perspective or a statistical profile of the publications, (2) a country or regional perspective, and (3) a developmental perspective. The paper concludes that while lacunae exist and rigorously designed and convincingly argued research is scarce, the publications continue to be abundant, varied in scope, and diverse in the range of topics explored.

Contemporary Research on Latin American Education

Introduction

The U.S. Library of Congress has one of the world's largest collections of social science and humanities materials on Latin America which includes numerous works on Latin American education. For almost 50 years, many of these have been annotated in the Library's Handbook of Latin American Studies.[1] In a paper presented to the 1983 AERA annual meeting, I compared the educational research reviewed for the earlier volumes of the Handbook (nos. 2 to 23, 1936-1964) with the research reviewed for the more recent volumes (nos. 25 to 43, 1965-1981). In preparing the education section for the forthcoming volume of the Handbook (vol. no. 45, 1983), I reviewed over 500 publications and prepared abstracts for more than 200 of them. These articles and books were largely published between 1980 and 1983.

The research described herein has three objectives. The first objective is to summarize the published research reviewed for the Handbook by country, type, special features, language, reviewer's assessment of its quality, and topic; I will do this first for volume nos. 31 through 45, inclusive, of the Handbook (1969-1983), then for volume no. 45 only (1983). Volume no. 45 of the Handbook summarizes the research published since 1978. The second objective is to summarize the topics and the reviewer's assessment of the quality of the published research by its regional focus. The third objective is to analyze trends in educational research in Latin America over the last 50 years along a variety of dimensions

including region, type, language, research methodology, reviewer's assessment of quality, and topic.

Methodology

Content Analysis Procedures

Content analysis was employed in conducting this research. Codebooks were developed to examine systematically the contents of the Handbook from each of two perspectives. From the first perspective, all abstracts of publications reporting Latin American educational research included in the Handbook since volume no. 31 (1969) were systematically examined; the unit of analysis from this first perspective was each one of the approximately 3000 published abstracts. From the second perspective, volumes which reported on Latin American education since volume no. 1 (1936) was issued were examined; the unit of analysis from this second perspective was each one of the separate Handbook volumes which reported on Latin American education.

The two codebooks, described below, are appended to this paper. Two considerations apply to the development and use of each of them. First, each of the codebooks was developed after a review of previous editions of the Handbook, the Hispanic Division of the Library of Congress was consulted extensively in their development, and modifications were introduced into each of them which reflect lessons learned from their exhaustive use. Second, disclaimers are appropriate with respect to both external and internal validity. With respect to external validity, it is important to remember that the Handbook is a selective guide; therefore, only the more

significant publications are considered. To ensure the selection of the most significant publications, the skilled personnel of the Library of Congress' Hispanic Division and the Handbook's foreign and contributing editors all participate in the selection process. Therefore, the analysis below applies not to all published research, but to published research considered significant and important by scholars in the field.

The concern with internal validity applies to measurement. Any coding scheme will involve some arbitrary decisions. For this study, only abstracts of publications and bibliographic essays were reviewed--not the publications themselves--thus aggravating even further this internal validity threat. There were only two coders, one for each codebook, both of whom were extensively trained, both of whom consulted with me on questionable coding decisions. While acknowledging this validity threat, in light of this training, diligence, and propensity to consult with me, the number of inaccuracies, I suspect, is minimal.

Each abstract (see Appendix 1 for complete codebook) was examined for the following information:

1) The volume number of the Handbook in which the abstract appeared.
2) The country or region in which the research was conducted.
3) The language of the publication.
4) The reviewer of the publication (the author of the abstract).

5) The year of publication.

6) The reviewer's assessment of the publication.

7) The type of publication, e.g., book, journal, government report.

8) The principal research methodology of the publication, e.g., descriptive, historical, experimental.

9) The subject matter or topic of the publication.

10) Special features of the publication.

The Handbook volumes (see Appendix 2 for the complete codebook) were examined for the following information:

1) The volume number and year of the Handbook in which the abstracts appeared.

2) The editor-in-chief and contributing editors of the volume in which the abstracts appeared.

3) The number of education abstracts per volume.

4) The number of education abstracts per volume by country and region.

5) The number of education abstracts per volume by subject matter. (See Appendix 2 for subject matter variable descriptions.)

6) The number of education abstracts per volume by type of publication, e.g., books, journals.

7) The number of education abstracts per volume by social science or humanities discipline, e.g., economic studies, sociological studies.

8) The number of education abstracts per volume by research methodology, e.g., historical, descriptive, experimental.

9) The number of education abstracts per volume by qualitative assessment, e.g., the number of abstracts which were positive in tone, negative in tone.

10) The number of education abstracts per volume by language of the publications.

The essays were examined for the following additional information:

1) The countries which were the focus of the reviewed publications and which were highlighted in each of the essays.

2) The subject matter which was the focus of the reviewed publications and which was highlighted in each of the essays.

3. The overall assessment of the reviewed publications as reported in the essays.

Data Analysis Procedures

The paper analyzes the data in three parts. Part I summarizes the published research reviewed in the Handbook since 1969 by country and region; by date, type, and special features; and by language, qualitative assessment, and topic. Tables 1 through 8 summarize this information for two time periods: 1960 through 1983 (vol. nos. 31 through 45 inclusive) and 1978 through 1983 (vol. no. 45 exclusive).

Part II summarizes by region the topic of each publication and the reviewer's assessment of its quality. Tables 9 through 12 contain this information from the two aforementioned time periods (1960 through 1983, vol. nos. 31 through 45; 1978 through 1983, vol. no. 45).

Part III summarizes the trends in the educational research reviewed in the Handbook over the last 50 years. The trends are examined by comparing the abstracts contained in the Handbook published during eight consecutive time periods: Period I, 1936 through 1939 (vol. nos. 2, 3, 4, 5); Period II, 1940 through 1943 (vol. nos. 6, 7, 8, 9); Period III, 1944 through 1947 (vol. nos. 10, 11, 12, 13); Period IV, 1948 through 1951 (vol. nos. 14, 15, 16, 17); Period V, 1952 through 1958 (vol. nos. 18, 19, 20, 21); Period VI, 1959 through 1965 (vol. nos. 22, 23, 25, 27); Period VII, 1967 through 1973 (vol. nos. 29, 31, 33, 35); and Period VIII, 1975 through 1983 (vol. nos. 37, 39, 41, 43, 45). The dimensions along which comparisons are made consist of the regional focus of the publications; their type, language, and research methodology; and the reviewers' assessment of the publications' quality; and their topic of focus. Tables 13 through 18 summarize this information.

Results

Part I: General Summary

Tables 1 and 2 summarize the country and regional focus of published research on Latin American education. Table 1, which

reports frequency of published research by country, shows that for both time periods published research on Brazilian education was reviewed most frequently followed by research on education in Mexico. Table 2, which reports the frequency of education publications by region, shows published research on education in Andean South America and on education in Latin America (General) to be most plentiful for both time periods; however, each of these regions is the focus of fewer research efforts than is Brazil.

Tables 1 and 2

Table 3 lists the publication dates of the research reviewed. For volume nos. 31 to 45 inclusive, more than half of the reviewed studies were published prior to 1973; for volume no. 45, approximately 92% of the reviewed studies were published since 1978 and approximately 70% since 1980.

Table 3

Table 4 shows that books or pamphlets were reviewed most frequently for both time periods followed quite closely by journal articles.

Table 4

Table 5 indicates that many of the publications reviewed for

each of the time periods contain tables, charts or other sources of data (31.6% and 24.0%, respectively) and contain bibliographies (23.5% and 40.6%, respectively).

Table 5

Table 6 provides the following information: the majority of the publications for each time period were in Spanish (52% and 61.5%, respectively) followed by Portuguese (32.3% and 20.8%) and English (13.0% and 17.4%).

Insert Table 6

Table 7 summarizes the reviewers' qualitative assessments of the publications. It reveals a marked improvement in publication quality in recent years (10.1% positive in tone for entire time period; 25.3% positive in tone for the time period covered by vol. no. 45).

Table 7

Table 8 reveals a changing focus among the topics of the publications reviewed. For example, this table reveals a declining interest in the themes of Development Education (34.4% to 18.1% of the publications), Educational Research (25.7% to 13.9%), and Students (21.7% to 8.3%), and a heightened interest in Latin

American Area Studies (1.7% to 10.4%), Social Change (7.0% to 21.9%), and Social Class (6.2% to 19.4%).

Table 8

Part II: Regional Analysis

Tables 9 through 12 summarize by region the topic and the reviewers' critical assessment of the publications reviewed for the two time periods. The codebook attached at Appendix 1 and Tables 9 and 10 list 52 topical classifications. To have analyzed by region and by reviewers' assessment each of the 52 classifications would have been unwieldy. Therefore, only those topics were analyzed into which 10% or more of the abstracts had been classified. The following topics met this criterion and were thus analyzed: Development Education/Regional Development, Economic Development, Education and Politics, Educational Planning, Educational Policy, Educational Research, Higher Education, School Management and Organization, Secondary Education, Students, Teachers/Educators, and Universities. Table 8 (in Part I above) summarizes the percentage of abstracts classified into each of the 52 topics for the two time periods.

Table 9 summarizes by region the topical focus of the published research reviewed for all Handbook volumes considered; it reveals marked similarity in topical focus from region to region. For example, Table 9 shows a regional variation between the highest and the lowest of greater than 10% in only 4 of the 12 topics considered

(Development Education, Educational Research, Higher Education and Universities). The variation by region among the other 8 topics is between 5% and 10%.

Table 9

Table 10 summarizes the same information for Handbook volume no. 45 exclusively; by contrast to Table 9, Table 10 reveals marked differences in topical focus from region to region. The reader is cautioned to consider these findings in light of the limited number of abstracts when classified by region; in all likelihood, the variation by region would be considerably less were more publications reviewed for this Handbook volume. Nonetheless, 4 of the 12 topics considered varied more than 20% by region (Development Education, Economic Development, Education and Politics, and Educational Planning), while only 1 of the 12 varied by less than 10% (Secondary Education, by 6.1%); the remainder of the topics varied between 10% and 20% by region.

Table 10

Table 11 summarizes by region the reviewers' qualitative assessments of the publications reviewed for all Handbook volumes; some variation is evident. For example, 21.5% of the publication abstracts which focused on Central America were positive in tone compared to only 12.5% of those which focused on the Caribbean. By

contrast, nearly 75% of the Caribbean publication abstracts were neutral in tone compared to 59.5% of the Central American publication abstracts. The Southern Cone (of South America) had the highest percentage of abstracts negative in tone (15.2%) while the Caribbean and Brazil had the lowest percentage of negative in tone abstracts (with 7.8% each).

Table 11

Table 12 summarizes this same information for volume no. 45 of the Handbook; by contrast to Table 11, this table reveals considerable disparity in qualitative judgment by region. Again the reader is advised to consider these findings in light of the limited number of abstracts when classified by region and to exercise caution in interpretation. With this caveat in mind, it is noteworthy that fully 53% of the publication abstracts on Brazil were positive in tone compared to only 6.5% of those focusing on the Caribbean (2 of 31), while 87.1% of the Caribbean abstracts were neutral in tone compared to only 38.2% of the Brazilian abstracts. Other regional variations of assessed publication quality are far less pronounced.

Table 12

Part III: Trend Analysis

Tables 13 through 18 summarize the following trends in the educational research publications over the last 50 years: region,

type, language, research methodology, reviewers' assessment of quality, and educational topic. Thirty-three Handbook volumes which contain education chapters have been issued since volume no. 1 appeared in 1936. The analysis below looks at these trends in eight time periods; these time periods and their corresponding Handbook volume numbers are summarized below:

Time Period	Volume Nos.	Publication Dates
I	2, 3, 4, 5	1936, 1937, 1938, 1939
II	6, 7, 8, 9	1940, 1941, 1942, 1943
III	10, 11, 12, 13	1944, 1945, 1946, 1947
IV	14, 15, 16, 17	1948, 1949, 1950, 1951
V	18, 19, 20, 21	1952, 1954, 1957, 1958
VI	22, 23, 25, 27	1959, 1960, 1962, 1965
VII	29, 31, 33, 35	1967, 1969, 1971, 1973
VIII	37, 39, 41, 43, 45	1975, 1977, 1979, 1981, 1983

Table 13 reveals few systematic trends by region. The publications which focus on General Hispanic and therefore cut across regional boundaries are the exception. The focus on General Hispanic has shown an increase during every period but two (V and VIII). During period I, only 4.2% of the publications focused on General Hispanic while during period VIII, fully 18.8% focused on this area. This increase in emphasis on research which cuts across regional boundaries is not surprising in light of improved communication and transportation in the region and the premium placed on interdisciplinary and collaborative research efforts by

governments and funding agencies.

Table 13

From Table 14 it may be seen that research reported in journal articles and in books was reviewed more frequently than that reported in any other type of publication. In neither case, however, is there a discernible trend and in both cases the percentages range widely from period to period. For instance, during period IV, fully 61.4% of the abstracts summarized journal articles; during period I, only 24.9% of the abstracts summarized journal articles.

Table 14

Table 15 shows no systematic trends by language of the publications reviewed. Not surprisingly, Table 15 reveals that the vast majority of the publications reviewed during every period were either in Spanish or in Portuguese. It further reveals that during some periods most of the publications were in Spanish while during other periods most were in Portuguese. Additionally, Table 15 reveals some increase in English language publications during the last two periods. This is most likely indicative of both the increased importance of publications on Caribbean education to the Latin American education literature and to the expanding number of

North American scholars with research interests in Latin American education.

Table 15

From Table 16 it may be seen for every time period that the overwhelming majority of publications report on descriptive research (between 72% and 91.3%); that historical research publications are a distant second (between 8.0% and 19.2%); and that the percentages of experimental studies for every time period are almost insignificant (between 0.1% and 2.8%). Moreover, Table 16 reveals slight but clear trends toward an even greater disequilibrium, i.e., the focus on descriptive research continues to expand while the focus on experimental and historical research continues to decline.

Table 16

Table 17 summarizes trends in the reviewers' critical assessments of the publications. In lieu of the fact that reviewers change from volume to volume of the Handbook and furthermore that there are no standards against which the reviewers measure publication quality, the reader is cautioned not to draw hard and fast conclusions regarding publication quality. This section on the reviewers' qualitative judgment is included to suggest possible trends in publication quality; ultimately, the reader of the published research is the final judge of its quality. What is most

striking is the consistently high percentages of abstracts which were neutral in tone. While true for all time periods, the percentage of neutral reviewers does drop off in the last three periods, the same periods during which the percentage of abstracts positive in tone picks up. Thus, it appears that the quality of educational research is improving, at least in the eyes of the Handbook's contributing editors.

Table 17

Table 18 clearly demonstrates a relationship between date of publication and certain topics. The most striking pattern is the trend of publications on higher education; without exception, the percentage of abstracts which focus on this topic increases from period I to period VIII. Publications which deal with Latin American area studies are also on the increase, although this trend is not as pronounced as with higher education; moreover, the pattern is not consistent from period to period. On the other hand, Table 20 reveals an overall decrease in the percentage of publications which focus on educational policy and on educational administration.

Table 18

Discussion[2]

The Handbook has been published annually since 1936 when the first volume was issued. A review of past issues highlights the

changing focus of Latin American educational research. For example, volume No. 2 (1937) includes publications by teachers which describe their teaching methods and other work (Galarza, p. 147). In volume No. 10 (1947), Benjamin and Lourenco Filho point out the "new directions of educational theory and practice" (p. 142). This same volume highlights publications which demonstrate that "the schools of the Americas are coming more and more to define their own problems, examine their own objectives, and criticize their own practices" (p. 142). And volume No. 25 (Davis, 1963) focuses on the educational development and planning literature (p. 135).

The review also reflects the changing disciplinal and regional emphases of Latin American educational literature. In volume No. 29 (1967), Davis praises the historical works (p. 361) while criticizing the literature based on experimentation (p. 361). As early as volume No. 3 (1938), Galarza and Lourenco Filho criticize the undue attention to history of education topics while pointing out the need to study "public school finance, supply and distribution of textbooks and equipment, school housing, and the administration of privately supported . . . schools" (p. 158). Most volumes make specific references to countries and regions. Many of them point out the changing regional focus of the research, volume No. 41 noting the literature on Cuba as "the most interesting new material on Latin America" (Ruscoe, 1979, p. 340).

And finally, the quality of educational research in Latin America has provoked a diverse range of opinion. Volume No. 2 decries the provincialism of the literature (Galarza, p. 147) while

volume No. 4 (1939) blames its poor quality on the "social environment" (Galarza and Lourenco Filho, p. 151). In the very next volume, in an apparent about-face, Benjamin and Lourenco Filho praise the literature, to wit: "The genius of Latin American educators . . . continues to be expressed in their writings" (1940, p. 155). This diversity of opinion is evident to the present. Ruscoe, in volume No. 41 (1979), points out the dearth of sound research argued on empirical or logical grounds (p. 339); Egginton in volume No. 43 (1981) calls "heartening" the improvement in research quality (p. 395).

A review of the published research considered for the forthcoming Handbook volume suggests some observations. At first it appears that the new material is not strikingly different from publications of recent years. On the one hand, the literature on higher education and on education and national development continue to predominate; on the other hand, the day-by-day operations of schools, the teaching-learning process, and early childhood and elementary education remain largely unexplored. Historical studies are plentiful and publications on educational planning and educational reform are well represented. The issue of educational equity continues to intrigue scholars.

A more careful appraisal, however, reveals some variation. For example, science and technology have received more attention from scholars as has educational technology. In the past, scholars have not adequately addressed issues germane to the educational research process in Latin America--its problems and promises, its strengths

and weaknesses. Today, educational research in Latin America is the focus of an increasing number of publications. A measure of the effectiveness of educational research is its dissemination; a barometer, published bibliographies. Recent Handbook volumes have noted both the increased number and the improved quality of bibliographies on Latin American education. This trend continues.

Publications on the university and on development again this year point to a strong relationship between the two. However, national development, or lack thereof, can be partially explained by the variation among national systems of higher education. This issue, however, is too complex to analyze from this single perspective. Current literature reflects the complexity. Numerous publications on higher education that do not discuss national development were also reviewed. Writings on problems that afflict higher education in general, by country, and by specific university are plentiful. The university reform literature is again well represented.

For readers uninitiated in the complexities of Latin American education and interested in the more general picture, there are several publications which review Latin American developments in education over the last two decades. The literature also includes high-quality overviews by country, including publications on Costa Rica, Ecuador, Mexico, Nicaragua, Panama, Peru, and Venezuela.

The educational planning literature is extensive this year, showing an increase over recent years. Not only is the topic well represented, but the quality of the material is good and its scope is broad. Several publications focus on educational reform,

including four on the Peruvian Educational Reform of 1972. The several works which consider the issue of educational equity reflect a position consistent with that of previous years: despite the expansion of educational opportunities, inequities prevail and social justice is not served.

Current literature in the history of education is disappointing. As a rule, the topics seem too trivial or too broad; the documentation, inadequate or missing entirely; the footnotes, scarce or nonexistent. Brevity is unknown.

Finally, there are the publications that do not lend themselves to easy classification. Two examples include an intriguing piece on folklore in the Guatemalan classroom and an analysis of problems in orthography among Chilean primary school students. Publications on somewhat more conventional and timely topics such as lifelong education, special education, parent education, teachers' unions and teachers' strikes, women in education, and moral education were among the literature reviewed.

In summary, the recent literature on Latin American education continues to be abundant in quantity, varied in scope, and diverse in range of topics explored. Generally, its methodology is either descriptive or historical, rarely experimental. Lacunae exist and rigorously designed, convincingly argued research is scarce. Also scarce, however, are publications largely polemical and based on narrow ideological grounds. But there is a light at the end of the Latin American educational research tunnel: research that is grounded in theory, based on adherence to accepted methods, focused

on important issues, and directed toward the goal of high quality education.

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Footnotes

[1]For a detailed description and history of the Handbook of Latin American Studies, see Egginton, E. (1983). "Educational research in Latin America: A twelve-year perspective." Comparative Education Review, 27(1), 119-125.

[2]This section is an abbreviated version of the bibliographic essay which I wrote for the forthcoming volume of the Handbook of Latin American Studies. For the complete version, see Egginton, E. (1983). "Education in Spanish America." In D. M. Martin (Ed.), Handbook of Latin American Studies No. 45. Austin: University of Texas Press, 1983. (In press)

TABLE 1

Number and Percent of Abstracts
by
Country

Handbook of Latin American Studies

	Vol. Nos. (31-45)		Vol. No. 45	
Country	f	%	f	%
Argentina	188	6.4	7	2.4
Bolivia	64	2.2	6	2.1
Brazil	980	33.4	68	23.6
Central America-General	12	0.4	0	0.0
Belize	3	0.1	0	0.0
Costa Rica	25	0.9	4	1.4
El Salvador	13	0.4	2	0.7
Guatemala	25	0.9	5	1.7
Honduras	10	0.3	1	0.3
Nicaragua	15	0.5	7	2.4
Panama	14	0.5	4	1.4
Chile	107	3.6	17	5.9
Colombia	191	6.5	15	5.2
Ecuador	24	0.8	5	1.7
Guyana	6	0.2	1	0.3
Latin America-General	551	18.8	56	19.4
Mexico	213	7.3	31	10.8
Paraguay	16	0.5	3	1.0
Peru	103	3.5	11	3.8
Uruguay	27	0.9	3	1.0
Venezuela	126	4.3	11	3.8
West Indies/Caribbean-General	22	0.7	2	0.7
Antilles	1	0.0	0	0.0
Cuba	85	2.9	15	5.2
Dominican Republic	30	1.0	5	1.7
Haiti	25	0.9	1	0.3
Jamaica	12	0.4	3	1.0
Puerto Rico	36	1.2	3	1.0
Trinidad/Tobago	8	0.3	2	0.7
Bahamas	2	0.1	0	0.0
Unknown	2	0.1	0	0.0
	N=2936		N=288	

TABLE 2

Number and Percent of Abstracts
by
Region

Handbook of Latin American Studies

	Vol. Nos. (31-45)		Vol. No. 45	
Region	f	%	f	%
Andean South America*	551	18.8	54	18.8
Brazil	980	33.4	68	23.6
Caribbean*	221	7.5	31	10.8
Central America*	123	4.2	24	8.3
Latin America-General	551	18.8	56	19.4
Mexico	213	7.3	31	10.8
Southern Cone*	295	10.1	24	8.3
	N = 2936		N = 288	

*Andean South America - Bolivia, Colombia, Ecuador, Paraguay, Peru, Uruguay, Venezuela
*Caribbean - Bahamas, Cuba, Dominican Republic, Haiti, Jamaica, Puerto Rico, Trinidad/Tobago, West Indies
*Central America - Belize, Costa Rica, El Salvador, Guatemala, Guyana, Honduras, Nicaragua, Panama
*Southern Cone - Argentina, Chile

TABLE 3

Number and Percent of Abstracts
by
Date of Publication

Handbook of Latin American Studies

	Vol. Nos. (31-45)		Vol. No. 45	
Date	f	%	f	%
1960	2	0.1		
1961	5	0.2		
1962	5	0.2		
1963	11	0.4		
1964	27	0.9		
1965	59	2.0		
1966	150	5.1		
1967	227	7.7		
1968	186	6.3		
1969	187	6.4		
1970	232	7.9		
1971	256	8.7		
1972	222	7.6		
1973	177	6.0		
1974	186	6.3	2	0.7
1975	133	4.5	1	0.3
1976	182	6.2	4	1.4
1977	137	4.7	13	4.5
1978	134	4.6	35	12.2
1979	157	5.3	35	12.2
1980	139	4.7	106	36.8
1981	63	2.1	63	21.9
1982	24	0.8	24	8.3
1983	2	0.1	2	0.7
	N = 2936		N = 288	
	Missing = 33		Missing = 3	

TABLE 4

Number and Percent of Abstracts
by
Type of Publication

Handbook of Latin American Studies

	Vol. Nos. (31-45)		Vol. No. 45	
Type of Publication	f	%	f	%
Complete book, pamphlet	1300	44.3	123	42.7
Chapter in a book	37	1.3	3	1.0
Complete journal	197	6.7	8	2.8
Article in or portion of journal	945	32.2	118	41.0
Government report/ publication	412	14.0	26	9.0
Unpublished manuscript, thesis, dissertation	31	1.1	1	0.3
Other	5	0.2	2	0.7
Unknown	9	0.3	7	2.4
	N = 2936		N = 288	

TABLE 5

Number and Percent of Abstracts
by
Special Features of Publication

Handbook of Latin American Studies

	Vol. Nos. (31-45)		Vol. No. 45	
Features	f	%	f	%
Publication contains tables, charts, data	927	31.6	69	24.0
Publication is an annotated bibliography	29	1.0	9	3.1
Publication is a collection of papers and/or articles	370	12.6	40	13.9
Publication is the summary or proceedings of meetings, seminars, or conferences	199	6.8	7	2.4
Publication contains bibliography(ies)	690	23.5	117	40.6
	N = 2936		N = 288	

TABLE 6

Number and Percent of Abstracts
by
Language of Publication

Handbook of Latin American Studies

	Vol. Nos. (31-45)		Vol. No. 45	
Language	f	%	f	%
Spanish	1551	52.8	177	61.5
Portuguese	944	32.2	60	20.8
English	382	13.0	50	17.4
French	40	1.4	1	.3
Other	19	.6	0	0.0
	N = 2936		N = 288	

TABLE 7

Number and Percent of Abstracts
by
Qualitative Judgment

Handbook of Latin American Studies

	Vol. Nos. (31-45)		Vol. No. 45	
Judgment	f	%	f	%
Positive in tone	473	16.1	73	25.3
Neutral in tone	1982	67.5	195	67.7
Negative in tone	319	10.9	3	1.0
Mixed in tone	118	4.0	17	5.9
	n = 2936 Missing = 44		n = 288 Missing = 0	

TABLE 8

Number and Percent of Abstracts
by
Educational Topic

Handbook of Latin American Studies

Educational Topic	Vol. Nos. (31-45) f	Vol. Nos. (31-45) %	Vol. No. 45 f	Vol. No. 45 %
Applied Science	157	5.3	18	6.3
Academic Degrees	25	.9	4	1.4
Adult Education	189	6.4	17	5.9
Audio-Visual Education	96	3.3	3	1.0
Bilingual Education	21	0.7	5	1.7
Books/Textbooks	165	5.6	0	0.0
Curriculum-General	133	4.5	11	3.8
Curriculum-Vocational	15	0.5	2	0.7
Curriculum-Primary	49	1.7	4	1.4
Curriculum-Secondary	46	1.6	3	1.0
Curriculum-University	258	8.8	16	5.6
Curriculum-Other	20	0.7	8	2.8
Development Education	1010	34.4	52	18.1
Economic Development	338	11.5	28	9.7
Education and Politics	508	17.3	41	14.2
Educational Alternatives	104	3.5	16	5.6
Educational Planning	789	26.9	73	25.3
Educational Policy	725	24.7	74	25.7
Educational Research	754	25.7	40	13.9
Educational Sociology	284	9.7	32	11.1
Educational Technology	154	5.2	27	9.4
Elementary Education	272	9.3	19	6.6
Elites	55	1.2	20	6.9
Higher Education	958	32.6	80	27.8
Informal Education	17	0.6	7	2.4
Latin American Area Studies	51	1.7	30	10.4
Literacy and Illiteracy	126	4.3	22	7.6
Nonformal Education	106	3.6	19	6.6
Occupational Training	82	2.8	9	3.1
Out-of-School Education	98	3.3	10	3.5
Physical Education	15	0.5	0	0.0
Preschool Education	46	1.6	9	3.1
Private Schools	103	3.5	11	3.8
Public Schools	85	2.9	18	6.3
Rural Education	126	4.3	18	6.3
School Attendance	73	2.5	19	6.6
Social Change	206	7.0	63	21.9
Social Class	183	6.2	56	19.4
School Organization	377	12.8	21	7.3
Secondary Education	313	10.7	20	6.9
Sex Education	17	0.4	1	0.3
Students	637	21.7	24	8.3
Student Movements	96	3.3	4	1.4
Teachers	428	14.6	26	9.0
Teachers' Unions	11	0.4	2	0.7
Teaching	279	9.5	9	3.1
Technical Education	144	4.9	12	4.2
Universities	924	31.5	36	12.5
University Reform	223	7.6	18	6.3
Urban Education	35	1.2	8	2.8
Vocational Education	111	3.8	11	3.8
	N = 2936		N = 288	

TABLE 9
Number and Percent of Abstracts
Latin American Region
by
Educational Topic

Handbook of Latin American Studies
1969 (Vol. No. 31) - 1983 (Vol. No. 45)

	Andean South America N=551		Brazil N=980		Caribbean N=221		Central America N=123		Latin America General N=551		Mexico N=213		Southern Cone N=255	
Educational Topic	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Applied Science	23	4.2	38	3.9	14	6.3	1	0.8	49	8.9	16	7.5	16	5.4
Academic Degrees	7	1.3	9	0.9	1	0.5	0	0.0	4	0.7	1	0.5	3	1.0
Adult Education	29	5.3	62	6.3	16	7.2	7	5.7	51	9.3	14	6.6	10	3.4
Audio-Visual Ed	11	2.0	45	4.6	4	1.8	5	4.1	21	3.8	4	1.9	6	2.0
Bilingual Education	2	0.4	3	0.3	12	5.4	0	0.0	2	0.4	1	0.5	0	0.0
Books/Textbooks	30	5.4	71	7.2	8	3.6	9	7.3	23	4.2	10	4.7	14	4.7
Curriculum-General	27	4.9	40	4.1	15	6.8	3	2.4	33	6.0	8	3.8	7	2.4
Curriculum-Vocational	2	0.4	5	0.5	2	0.9	1	0.8	2	0.4	2	0.9	1	0.3
Curriculum-Primary	5	0.9	24	2.4	1	0.5	2	1.6	5	0.9	3	1.4	9	3.1
Curriculum-Secondary	6	1.1	19	1.9	2	0.9	7	5.7	2	0.4	3	1.4	7	2.4
Curriculum-University	48	8.7	77	7.9	11	5.0	14	11.4	63	11.8	16	7.5	27	9.2
Curriculum-Other	3	0.5	6	0.6	0	0.0	2	1.6	5	0.9	1	0.5	3	1.0
Development Education/ Regional Development	216	39.2	255	26.0	106	48.0	42	34.1	241	43.7	67	31.5	83	28.1
Economic Development	73	13.2	105	10.7	24	10.9	5	4.1	89	16.2	15	7.0	27	9.2
Education and Politics	102	18.5	150	15.3	47	21.3	25	20.3	88	16.0	42	19.7	54	18.3
Educational Alternatives	20	3.6	32	3.3	9	4.1	2	1.6	35	6.4	1	0.5	5	1.7
Educational Planning	171	31.0	242	24.7	68	30.8	32	26.0	154	27.9	50	23.5	72	24.4
Educational Policy	161	29.2	215	21.9	64	29.0	30	24.4	129	23.4	54	25.4	72	24.4
Educational Research	158	28.7	251	25.6	69	31.2	30	24.4	111	20.1	57	26.8	78	26.4
Educational Sociology	52	9.4	41	4.2	25	11.3	10	8.1	96	17.4	27	12.7	33	11.2
Educational Technology	18	3.3	63	6.4	6	2.7	7	5.7	40	7.3	7	3.3	12	4.1
Elementary Education	47	8.5	127	13.0	30	13.6	11	8.9	19	3.4	12	5.6	26	8.8
Elites	12	2.2	16	1.6	4	1.8	2	1.6	13	2.4	4	1.9	4	1.4
Higher Education	212	38.5	271	27.7	58	26.2	37	30.1	189	34.3	84	39.4	107	36.3
Informal Education	1	0.2	6	0.6	1	0.5	1	0.8	7	1.3	1	0.5	0	0.0
Latin American Area Studies	1	0.2	1	0.1	3	1.4	0	0.0	46	8.3	0	0.0	0	0.0
Literacy & Illiteracy	19	3.4	57	5.8	10	4.5	10	8.1	17	3.1	5	2.3	8	2.7
Nonformal Education	22	4.0	34	3.5	8	3.6	7	5.7	30	5.4	1	0.5	4	1.4
Occupational Training	13	2.4	35	3.6	4	1.8	5	4.1	17	3.1	2	0.9	6	2.0
Out of School Educ.	20	3.6	32	3.3	4	1.8	6	4.9	30	5.4	2	0.9	4	1.4
Physical Education	2	0.4	10	1.0	0	0.0	0	0.0	0	0.0	1	0.5	2	0.7
Preschool Education	9	1.6	17	1.7	8	3.6	2	1.6	4	0.7	2	0.9	4	1.4
Private Schools	24	4.4	42	4.3	5	2.3	3	2.4	10	1.8	6	2.8	13	4.4
Public Schools	22	4.0	3	3.1	4	1.8	3	2.4	9	1.6	10	4.7	7	2.4
Rural Education	30	5.4	18	1.8	12	5.4	13	10.6	21	3.8	15	7.0	17	5.8
School Attendance/ Repeaters, Dropout	15	2.7	28	2.9	3	1.4	3	2.4	8	1.5	4	1.9	12	4.1
Social Change	41	7.4	30	3.1	16	7.2	8	6.5	80	14.5	22	10.3	9	3.1
Social Class	39	7.1	55	5.6	14	6.3	8	6.5	27	4.9	15	7.0	25	8.5
School Management & Organization	83	15.1	154	15.7	25	11.3	16	13.0	46	8.3	20	9.4	33	11.2
Secondary Education	50	9.1	145	14.8	25	11.3	16	13.0	26	4.7	15	7.0	36	12.2
Sex Education	3	0.5	4	0.4	0	0.0	0	0.0	4	0.7	1	0.5	0	0.0
Students	124	22.5	224	22.9	53	24.0	23	18.7	96	17.4	49	23.0	67	22.7
Student Movements	20	3.6	14	1.4	8	3.6	4	3.3	24	4.4	15	7.0	11	3.7
Teachers/Educators	70	12.7	186	19.0	37	16.7	19	15.4	57	10.3	24	11.3	34	11.5
Teachers' Unions & Syndicates	3	0.5	1	0.1	0	0.0	1	0.8	3	0.5	3	1.4	0	0.0
Teaching	34	6.2	92	9.4	22	10.0	14	11.4	70	12.7	17	8.0	29	9.8
Technical Education	32	5.8	46	4.7	7	3.2	5	4.1	34	6.2	11	5.2	9	3.1
Universities	201	36.5	277	28.3	50	22.6	36	29.3	187	33.9	75	35.2	98	33.2
University Reform	42	7.6	60	6.1	7	3.2	12	9.8	64	11.6	15	7.0	23	7.8
Urban Education	7	1.3	10	1.0	4	1.8	2	1.6	3	0.5	2	0.9	7	2.4
Vocational Education	15	2.7	46	4.7	7	3.2	5	4.1	23	4.2	5	2.3	10	3.4
Education-General	263	47.7	475	48.7	121	54.8	48	39.0	280	51.3	93	43.7	125	43.3

N = 2936
Missing = 2

TABLE 10
Number and Percent of Abstracts
Latin American Region
by
Educational Topic

Handbook of Latin American Studies
Vol. No. 45 Only

Educational Topic	Andean South America N=54		Brazil n=68		Caribbean n=31		Central America N=24		Latin America General N=56		Mexico N=31		Southern Cone N=24	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Applied Science	4	7.4	2	2.9	2	6.5	0	0.0	6	10.7	2	6.5	2	8.3
Academic Degrees	1	1.9	1	1.5	0	0.0	0	0.0	1	1.8	1	3.2	0	0.0
Adult Education	1	1.9	6	8.8	1	3.2	0	0.0	5	8.9	1	3.2	3	12.5
Audio-Visual Ed	0	0.0	1	1.5	0	0.0	1	4.2	1	1.8	0	0.0	0	0.0
Bilingual Education	1	1.9	0	0.0	3	9.7	0	0.0	0	0.0	1	3.2	0	0.0
Books/Textbooks	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Curriculum-General	3	5.6	1	1.5	2	6.5	2	8.3	2	3.6	0	0.0	1	4.2
Curriculum-Vocational	0	0.0	1	1.5	0	0.0	0	0.0	0	0.0	0	0.0	1	4.2
Curriculum-Primary	0	0.0	0	0.0	0	0.0	1	4.2	0	0.0	0	0.0	3	12.5
Curriculum-Secondary	0	0.0	0	0.0	0	0.0	2	8.3	0	0.0	0	0.0	1	4.2
Curriculum-University	2	3.7	2	2.9	0	0.0	4	16.7	4	7.1	2	6.5	2	8.3
Curriculum-Other	1	1.9	1	1.5	0	0.0	1	4.2	4	7.1	0	0.0	1	4.2
Development Education/ Regional Development	6	11.1	8	11.8	7	22.6	3	12.5	21	37.5	7	22.6	0	0.0
Economic Development	3	5.6	8	11.8	2	6.5	0	0.0	13	23.2	2	6.5	0	0.0
Education and Politics	3	5.6	17	25.0	1	3.2	6	25.0	13	23.2	1	3.2	0	0.0
Educational Alternatives	0	0.0	6	8.8	1	3.2	0	0.0	7	12.5	1	3.2	1	4.2
Educational Planning	16	29.6	11	16.2	11	35.5	5	20.8	21	37.5	5	16.1	4	16.7
Educational Policy	15	27.8	21	30.9	8	25.8	4	16.7	15	26.8	8	25.8	3	12.5
Educational Research	9	16.7	4	5.9	5	16.1	4	16.7	6	10.7	7	22.6	5	20.8
Educational Sociology	6	11.1	10	14.7	0	0.0	1	4.2	14	25.0	1	3.2	0	0.0
Educational Technology	0	0.0	12	17.6	4	12.9	3	12.5	4	7.1	1	3.2	3	12.5
Elementary Education	4	7.4	5	7.4	2	6.5	1	4.2	3	5.4	2	6.5	2	8.3
Elites	4	7.4	4	5.9	2	6.5	2	8.3	6	10.7	2	6.5	0	0.0
Higher Education	21	38.9	13	19.1	9	29.0	6	25.0	7	12.5	15	48.4	9	37.5
Informal Education	0	0.0	2	2.9	1	3.2	0	0.0	4	7.1	0	0.0	0	0.0
Latin American Area Studies	1	1.9	0	0.0	0	0.0	0	0.0	29	51.8	0	0.0	0	0.0
Literacy & Illiteracy	0	0.0	7	10.3	3	9.7	5	20.8	5	8.9	0	0.0	2	8.3
Nonformal Education	2	3.7	7	10.3	3	9.7	2	8.3	4	7.1	0	0.0	1	4.2
Occupational Training	1	1.9	3	4.4	1	3.2	1	4.2	2	3.6	0	0.0	1	4.2
Out of School Educ.	0	0.0	4	5.9	1	3.2	1	4.2	2	3.6	1	3.2	1	4.2
Physical Education	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Preschool Education	3	5.6	2	2.9	0	0.0	1	4.2	1	1.8	0	0.0	2	8.3
Private Schools	2	3.7	5	7.4	2	6.5	0	0.0	0	0.0	2	6.5	0	0.0
Public Schools	2	3.7	8	11.8	0	0.0	2	8.3	3	5.4	2	6.5	1	4.2
Rural Education	3	5.6	2	2.9	3	9.7	3	12.5	3	5.4	1	3.2	3	12.5
School Attendance/ Repeaters, Dropout	6	11.1	2	2.9	2	6.5	2	8.3	2	10.5	3	9.7	2	8.3
Social Change	16	29.6	15	22.1	6	19.4	3	12.5	16	28.6	6	19.4	1	4.2
Social Class	11	20.4	17	30.4	5	8.9	3	5.4	14	25.0	4	7.1	2	3.6
School Management & Organization	5	9.3	8	11.8	1	3.2	0	0.0	3	5.4	4	12.9	0	0.0
Secondary Education	5	9.3	6	8.8	1	3.2	2	8.3	3	5.4	1	3.2	2	8.3
Sex Education	0	0.0	0	0.0	0	0.0	0	0.0	1	1.8	0	0.0	0	0.0
Students	7	13.0	6	8.8	2	6.5	3	12.5	3	5.4	1	3.2	2	8.3
Student Movements	0	0.0	3	4.4	0	0.0	1	4.2	0	0.0	0	0.0	0	0.0
Teachers/Educators	5	9.3	7	10.3	4	12.9	1	4.2	5	8.9	4	12.9	0	0.0
Teachers' Unions & Syndicates	1	1.9	0	0.0	0	0.0	0	0.0	0	0.0	1	3.2	0	0.0
Teaching	0	0.0	4	5.9	1	3.2	2	8.3	2	3.6	0	0.0	0	0.0
Technical Education	3	5.6	3	4.4	2	6.5	0	0.0	1	1.8	1	3.2	2	8.3
Universities	5	9.3	8	11.8	2	6.5	4	16.7	9	16.1	7	22.6	1	4.2
University Reform	2	3.7	3	4.4	1	3.2	4	16.7	5	8.9	1	3.2	2	8.3
Urban Education	2	3.7	2	2.9	0	0.0	0	0.0	0	0.0	2	6.5	2	8.3
Vocational Education	1	1.9	7	10.3	1	3.2	1	4.2	1	1.8	0	0.0	0	0.0
Education-General	7	13.0	2	2.9	6	19.4	3	12.5	1	1.8	2	6.5	0	0.0

N = 288
Missing = 0

TABLE II
Number and Percent of Abstracts
Latin American Region
by
Qualitative Judgment

Handbook of Latin American Studies
1969 (Vol. No. 31) - 1983 (Vol. No. 45)

	Andean South America N=551		Brazil N=980		Caribbean N=221		Central America N=123		Latin America General N=551		Mexico N=213		Southern Cone N=295	
Qualitative Judgment	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Positive in Tone N=473, 16.1%	88	16.2	160	16.4	27	12.5	26	21.5	80	14.9	40	19.3	52	18.0
Neutral in Tone N=1982, 67.5%	345	63.7	718	73.6	161	74.2	72	59.5	377	69.9	132	63.8	176	60.9
Negative in Tone N=319, 10.9%	77	14.2	76	7.8	17	7.8	15	12.4	62	11.5	27	13.0	44	15.2
Mixed in Tone N=118, 4%	32	5.9	21	2.2	12	5.5	8	6.6	20	3.7	8	3.9	17	5.9
TOTAL	542	100	975	100	217	100	121	100	539	100	207	100	289	100

N = 2936
Missing = 46

TABLE 12
Number and Percent of Abstracts
Latin American Region
by
Qualitative Judgment

Handbook of Latin American Studies
Vol. No. 45 Only

	Andean South America N=54		Brazil N=68		Caribbean N=31		Central America N=24		Latin America General N=56		Mexico N=31		Southern Cone N=24	
Qualitative Judgment	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Positive In Tone N=73, 25.3%	11	20.4	36	53.0	2	6.5	5	20.8	7	12.4	4	12.9	8	33.3
Neutral In Tone N=195, 67.7%	39	72.2	26	38.2	27	87.1	17	70.8	45	80.4	26	83.9	15	62.5
Negative In Tone N=3, 1.0%	2	3.7	0	0.0	0	0.0	0	0.0	1	1.8	0	0.0	0	0.0
Mixed In Tone N=17, 5.9%	2	3.7	6	8.8	2	6.4	2	8.4	3	5.4	1	3.2	1	4.2
TOTAL	54	100	68	100	31	100	24	100	56	100	31	100	24	100

N = 288
Missing = 0

TABLE 13
Number and Percentage of Abstracts
By
Country/Region

Handbook of Latin American Studies

	I Vol. Nos. 2, 3, 4, 5	II Vol. Nos. 6, 7, 8, 9	III Vol. Nos. 10, 11, 12, 13	IV Vol. Nos. 14, 15, 16, 17	V Vol. Nos. 18, 19, 20, 21	VI Vol. Nos. 22, 23, 25, 27	VII Vol. Nos. 29, 31, 33, 35	VIII Vol. Nos. 37, 39, 41, 43, 45	
Andean South America*	22.80	12.50	33.00	20.75	11.50	15.50	49.75	75.80	absolute mean
	19.9%	10.9%	22.5%	18.9%	9.3%	8.4%	14.0%	21.5%	percentage of column mean
Brazil	41.00	62.25	54.25	35.00	73.00	113.00	152.75	102.40	absolute mean
	36.0%	54.4%	37.0%	31.9%	58.8%	61.4%	43.0%	29.1%	percentage of column mean
Caribbean*	6.25	4.50	4.75	7.75	6.00	4.25	18.25	29.80	absolute mean
	5.5%	3.9%	3.2%	7.1%	4.8%	2.3%	5.1%	8.5%	percentage of column mean
Central America (excluding Mexico)*	5.25	5.50	5.00	4.25	6.00	9.25	19.25	17.00	absolute mean
	4.6%	4.8%	3.4%	3.9%	4.8%	5.0%	5.4%	4.8%	percentage of column mean
General Hispanic	4.80	9.75	17.75	17.75	12.75	28.25	68.25	66.20	absolute mean
	4.2%	8.5%	12.1%	16.2%	10.3%	15.4%	19.3%	18.8%	percentage of column mean
Mexico	10.50	5.25	7.50	11.00	7.75	7.75	20.50	26.60	absolute mean
	9.2%	4.6%	5.1%	10.0%	6.2%	4.2%	5.8%	7.5%	percentage of column mean
Southern Cone*	22.00	12.75	24.00	13.00	5.50	7.50	29.00	35.40	absolute mean
	19.2%	11.1%	16.4%	11.9%	4.4%	4.1%	8.2%	9.8%	percentage of column mean
mean number of abstracts per volume	114.30	114.50	146.50	109.75	124.25	184.00	354.50	352.40	

39

*Andean South America - Bolivia, Colombia, Ecuador, Paraguay, Peru, Uruguay, Venezuela
*Caribbean - Bahamas, Cuba, Dominican Republic, Haiti, Jamaica, Puerto Rico, Trinidad/Tobago, West Indies
*Central America - Belize, Costa Rica, El Salvador, Guatemala, Guyana, Honduras, Nicaragua, Panama
*Southern Cone - Argentina, Chile

TABLE 14

Number and Percentage of Abstracts

By

Type of Publication

Handbook of Latin American Studies

	I Vol. Nos. 2, 3, 4, 5	II Vol. Nos. 6, 7, 8, 9	III Vol. Nos. 10, 11, 12, 13	IV Vol. Nos. 14, 15, 16, 17	V Vol. Nos. 18, 19, 20, 21	VI Vol. Nos. 22, 23, 25, 27	VII Vol. Nos. 29, 31, 33, 35	VIII Vol. Nos. 37, 39, 41, 43, 45	
Books 71	42.00	25.50	29.25	34.00	44.75	49.75	132.00	154.00	absolute mean
	36.8%	22.3%	20.0%	31.0%	36.0%	27.0%	37.2%	43.7%	percentage of column mean
Pamphlets 72	15.75	20.75	7.75	5.75	10.25	8.25	11.00	16.40	absolute mean
	13.8%	18.1%	5.3%	5.2%	8.2%	4.5%	3.1%	4.6%	percentage of column mean
Complete Journals 73	3.25	3.50	1.25	1.25	2.00	5.50	30.00	25.40	absolute mean
	2.8%	3.1%	0.7%	1.1%	1.6%	3.0%	8.5%	7.2%	percentage of column mean
Journal Articles 74	28.50	48.75	90.00	36.75	44.75	90.25	127.00	121.60	absolute mean
	24.9%	42.6%	61.4%	33.5%	36.0%	49.0%	35.8%	34.5%	percentage of column mean
Government Reports 75	20.25	14.00	15.75	27.00	18.75	21.50	32.00	33.20	absolute mean
	17.7%	12.2%	10.8%	24.6%	15.1%	11.7%	9.0%	9.4%	percentage of column mean
International Organization Reports 76	0.75	0.25	2.00	4.25	3.25	4.50	9.50	3.60	absolute mean
	0.7%	0.2%	1.4%	3.9%	2.6%	2.4%	2.7%	1.0%	percentage of column mean
Unpublished Works 77	2.00	0.50	0.25	0.50	0.25	3.50	10.75	0.60	absolute mean
	1.8%	0.4%	0.2%	0.5%	0.2%	1.9%	3.0%	0.0%	percentage of column mean
mean number of abstracts per volume	114.30	114.50	146.50	109.75	124.25	184.00	354.50	352.40	

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TABLE 15
Number and Percentage of Abstracts
By
Language of Publication

Handbook of Latin American Studies

	I Vol. Nos. 2, 3, 4, 5	II Vol. Nos. 6, 7, 8, 9	III Vol. Nos. 10, 11, 12, 13	IV Vol. Nos. 14, 15, 16, 17	V Vol. Nos. 18, 19, 20, 21	VI Vol. Nos. 22, 23, 25, 27	VII Vol. Nos. 29, 31, 33, 35	VIII Vol. Nos. 37, 39, 41, 43, 45	
English	6.25	3.00	5.25	9.25	6.75	13.50	49.25	39.00	absolute mean
	5.5%	2.6%	3.6%	8.4%	5.4%	7.3%	13.9%	11.1%	percentage of column mean
French	0.00	0.00	0.25	0.00	0.00	4.75	4.00	4.60	absolute mean
	0.0%	0.0%	0.2%	0.0%	0.0%	2.6%	1.1%	1.3%	percentage of column mean
Portuguese	40.75	62.25	54.25	34.50	73.75	106.75	149.25	97.00	absolute mean
	35.7%	54.4%	37.0%	31.4%	59.4%	58.0%	42.1%	27.5%	percentage of column mean
Spanish	67.00	49.25	86.75	66.00	43.75	57.75	146.75	210.80	absolute mean
	58.6%	43.0%	59.2%	60.1%	35.2%	31.4%	41.4%	59.8%	percentage of column mean
mean number of abstracts per volume	114.30	114.50	146.50	109.75	124.25	184.00	354.50	352.40	

TABLE 16
Number and Percentage of Abstracts
By
Research Methodology

Handbook of Latin American Studies

	I Vol. Nos. 2, 3, 4, 5	II Vol. Nos. 6, 7, 8, 9	III Vol. Nos. 10, 11, 12, 13	IV Vol. Nos. 14, 15, 16, 17	V Vol. Nos. 18, 19, 20, 21	VI Vol. Nos. 22, 23, 25, 27	VII Vol. Nos. 29, 31, 33, 35	VIII Vol. Nos. 37, 39, 41, 43, 45	
Descriptive	82.25	87.50	118.75	85.50	105.00	168.00	316.25	310.60	absolute mean
	72.0%	76.4%	81.1%	78.0%	84.5%	91.3%	89.2%	88.1%	percentage of column mean
Experimental	7.75	8.50	4.25	0.75	1.25	1.00	4.25	3.20	absolute mean
	6.8%	7.4%	2.9%	0.7%	1.0%	0.5%	1.2%	0.9%	percentage of column mean
Historical	22.00	16.75	22.75	23.25	17.75	14.75	31.50	36.40	absolute mean
	19.2%	14.6%	15.5%	21.2%	14.3%	8.0%	8.9%	10.3%	percentage of column mean
Undetermined	3.25	1.75	0.75	0.25	0.25	0.25	2.50	2.20	absolute mean
	2.8%	1.5%	0.5%	0.2%	0.2%	0.1%	0.7%	0.6%	percentage of column mean
mean number of abstracts per volume	114.30	114.50	146.50	109.75	124.25	184.00	354.50	352.40	

TABLE 17
Number and Percentage of Abstracts
By
Qualitative Judgment

Handbook of Latin American Studies

	I Vol. Nos. 2, 3, 4, 5	II Vol. Nos. 6, 7, 8, 9	III Vol. Nos. 10, 11, 12, 13	IV Vol. Nos. 14, 15, 16, 17	V Vol. Nos. 18, 19, 20, 21	VI Vol. Nos. 22, 23, 25, 27	VII Vol. Nos. 29, 31, 33, 35	VIII Vol. Nos. 37, 39, 41, 43, 45	
Negative	0.50	0.00	0.00	0.00	0.25	4.25	26.00	10.40	absolute mean
	0.4%	0.0%	0.0%	0.0%	0.2%	2.3%	7.3%	3.0%	percentage of column mean
Neutral	83.25	83.00	131.25	93.00	105.50	133.75	178.75	246.80	absolute mean
	73.0%	72.5%	89.6%	84.7%	84.9%	72.7%	50.4%	70.0%	percentage of column mean
Mixed	1.50	0.00	0.25	0.25	0.25	8.00	60.75	25.40	absolute mean
	1.3%	0.0%	0.2%	0.2%	0.2%	4.3%	17.1%	7.2%	percentage of column mean
Positive	18.50	11.50	11.50	10.25	13.25	20.00	72.75	67.20	absolute mean
	16.2%	10.0%	7.8%	9.3%	10.7%	10.9%	20.5%	19.1%	percentage of column mean
mean number of abstracts per volume	114.30	114.50	146.50	109.75	124.25	184.00	354.50	352.40	

TABLE 18

Number and Percentage of Abstracts

By

Educational Topic

Handbook of Latin American Studies

	I Vol. Nos. 2, 3, 4, 5	II Vol. Nos. 6, 7, 8, 9	III Vol. Nos. 10, 11, 12, 13	IV Vol. Nos. 14, 15, 16, 17	V Vol. Nos. 18, 19, 20, 21	VI Vol. Nos. 22, 23, 25, 27	VII Vol. Nos. 29, 31, 33, 35	VIII Vol. Nos. 37, 39, 41, 43, 45	
Curriculum	10.00	11.00	19.25	14.50	19.50	14.75	29.75	21.80	absolute mean
	8.7%	9.6%	13.1%	13.2%	15.7%	8.0%	8.4%	6.2%	percentage of column mean
Education and Social Change	15.50	19.50	19.25	6.25	15.75	24.25	41.75	54.00	absolute mean
	13.6%	17.0%	13.1%	5.7%	12.7%	13.2%	11.8%	15.3%	percentage of column mean
Educational Administration	15.25	18.00	14.50	8.50	9.25	10.50	13.75	18.60	absolute mean
	13.3%	15.7%	9.9%	7.7%	7.4%	5.7%	3.9%	5.3%	percentage of column mean
Educational Planning	6.00	12.75	17.00	6.25	19.00	38.50	58.00	65.60	absolute mean
	5.2%	11.1%	11.6%	5.7%	15.3%	20.9%	16.4%	18.6%	percentage of column mean
Educational Policy	36.25	33.00	42.00	28.50	34.75	46.25	50.50	64.80	absolute mean
	31.7%	28.8%	28.7%	26.0%	28.0%	25.1%	14.2%	18.4%	percentage of column mean
Educational Research	7.75	7.75	10.00	3.25	8.00	12.50	32.00	31.20	absolute mean
	6.8%	6.8%	6.8%	3.0%	6.4%	6.8%	9.0%	8.9%	percentage of column mean
Elementary Education	8.75	14.75	17.00	11.50	22.75	23.25	26.00	24.60	absolute mean
	7.7%	12.9%	11.6%	10.5%	18.3%	12.6%	7.3%	7.0%	percentage of column mean
Higher Education	14.50	15.75	22.75	21.75	25.75	44.00	95.50	97.00	absolute mean
	12.7%	13.8%	15.5%	19.8%	20.7%	23.9%	26.9%	27.5%	percentage of column mean

TABLE 18 (continued)
Number and Percentage of Abstracts
By
Educational Topic

Handbook of Latin American Studies

	I Vol. Nos. 2, 3, 4, 5	II Vol. Nos. 6, 7, 8, 9	III Vol. Nos. 10, 11, 12, 13	IV Vol. Nos. 14, 15, 16, 17	V Vol. Nos. 18, 19, 20, 21	VI Vol. Nos. 22, 23, 25, 27	VII Vol. Nos. 29, 31, 33, 35	VIII Vol. Nos. 37, 39, 41, 43, 45	
Latin American Area Studies	1.25	2.00	4.00	7.00	6.50	18.25	26.00	18.00	absolute mean
	1.1%	1.7%	2.7%	6.4%	5.2%	9.9%	7.3%	5.1%	percentage of column mean
Public Schools	17.25	21.25	15.50	11.75	16.75	15.25	19.50	10.80	absolute mean
	15.1%	18.6%	10.6%	10.7%	13.5%	8.3%	5.5%	3.1%	percentage of column mean
Secondary Education	11.50	8.50	13.00	7.75	19.50	17.50	31.00	21.20	absolute mean
	10.1%	7.4%	8.9%	7.1%	15.7%	9.5%	8.7%	6.0%	percentage of column mean
Social Classes	7.25	7.25	4.00	2.00	6.00	9.50	23.25	25.00	absolute mean
	6.3%	6.3%	2.7%	1.8%	4.8%	5.2%	6.6%	7.1%	percentage of column mean
Students	3.25	5.75	8.25	2.25	6.50	14.75	43.75	33.20	absolute mean
	2.8%	5.0%	5.6%	2.1%	5.2%	8.0%	12.3%	9.4%	percentage of column mean
Teachers	6.00	10.25	15.50	11.25	14.25	12.75	27.75	25.40	absolute mean
	5.2%	9.0%	10.6%	10.3%	11.5%	6.9%	7.8%	7.2%	percentage of column mean
Teaching	3.25	3.00	10.25	11.25	14.25	12.50	16.00	11.40	absolute mean
	2.8%	2.6%	7.0%	10.3%	11.5%	6.8%	4.5%	3.2%	percentage of column mean
mean number of abstracts per volume	114.30	114.50	146.50	109.75	124.25	184.00	354.50	352.40	

APPENDIX I

CODEBOOK

Educational Research

In

Latin America:

A Twelve-Year Prespective

Everett Egginton
Associate Professor
University of Louisville

October 1981

Variable Number	Column Number	Name of Variable	Code Values
1	1-2	Volume No.	See Handbook Cover
2	3-7	Identification	See Item Number in Handbook
3	8-9	Country or Region	See Appendix A
4	10	Language of Publication	1 - English 2 - Spanish 3 - Portuguese 4 - French 5 - Other 9 - Information unknown
5	11-12	Author of abstract	01 - R.V. Allen 02 - G.M. Alzate 03 - BBE 04 - June Blanchard Brown 05 - Terry Bullitt 06 - M. Carmagnani 07 - T.S. Cheston 08 - E. Egginton (unless otherwise noted, all abstracts in No. 43 for Latin American Education (except Brazil)) 09 - K. Fisher (Unless otherwise noted, all abstracts in No. 43 for Education in Brazil) 10 - W. Grabendorff 11 - P.F. Hernandez 12 - M. Morner 13 - G.C. Ruscoe (Unless otherwise noted, all abstracts in Nos. 31-41 for Latin American Education (except Brazil)) 14 - J. Strasma 15 - P.B. Taylor 16 - A.E. Toward (Unless otherwise noted, all abstracts in Nos. 31-41 for Education in Brazil) 17 - No abstract/only title

Variable Number	Column Number	Name of Variable	Code Values
			18 - J.F.B. DaSilva 19 - R.V. Shaw 20 - G. Wynia 21 - A. Suarez 22 - A.M. Morales 23 - R. Verhine 24 - R.E. Greenleaf 99 - Information unknown
6	13-14	Year of Publication	Last two digits of year of publication 99 - Information unknown
7	15	Qualitative Judgement	1 - Positive tone 2 - Neutral tone 3 - Negative tone 4 - Mixed tone 9 - Missing
8	16	Type of Publication	1 - Complete book, pamphlet 2 - Chapter in book 3 - Complete journal 4 - Article in or portion of journal 5 - Government report/ publication 6 - Unpublished manuscript, thesis, dissertation 7 - Other 9 - Information unknown
9	17-18	Publication Classification (Select from among the following broad terms the one which most accurately classifies the publication)	01 - Adult Education 02 - Bilingual Education 03 - Curriculum 04 - Education and Society, e.g., Development, Social Change, Economic Rate of Return 05 - Education - General 06 - Educational Policy, Planning, Development 07 - Higher Education 08 - Nonformal/Informal/Alternatives to Traditional Education

Variable Number	Column Number	Name of Variable	Code Values
			09 - Primary Education 10 - Secondary Education 11 - Students 12 - Teachers/Teaching 13 - Vocational/Technical/ Occupational Education 14 - Other 99 - Information unknown

For variables 10 through 61, indicate all terms which may be used to classify the publication

Variable Number	Column Number	Name of Variable	Code Values
10	20	1. Applied Science	1 = Yes 2 = No
11	21	2. Academic Degrees	1 = Yes 2 = No
12	22	3. Adult Education	1 = Yes 2 = No
13	23	4. Audio-Visual Education	1 = Yes 2 = No
14	24	5. Bilingual	1 = Yes 2 = No
15	25	6. Books/Textbooks	1 = Yes 2 = No
16	26	7. Curriculum - General	1 = Yes 2 = No
17	27	8. Curriculum - Vocational	1 = Yes 2 = No
18	28	9. Curriculum - Primary	1 = Yes 2 = No
19	29	10. Curriculum - Secondary	1 = Yes 2 = No
20	30	11. Curriculum - University	1 = Yes 2 = No

Variable Number	Column Number	Name of Variable	Code Values
21	31	12. Curriculum - Other	1 = Yes 2 = No
22	32	13. Development Education/Regional Development	1 = Yes 2 = No
23	33	14. Economic Development	1 = Yes 2 = No
24	34	15. Education and Politics	1 = Yes 2 = No
25	35	16. Educational Alternatives	1 = Yes 2 = No
26	36	17. Educational Planning	1 = Yes 2 = No
27	37	18. Educational Policy	1 = Yes 2 = No
28	38	19. Educational Research	1 = Yes 2 = No
29	39	20. Educational Sociology	1 = Yes 2 = No
30	40	21. Educational Technology	1 = Yes 2 = No
31	41	22. Elementary Education	1 = Yes 2 = No
32	42	23. Elites	1 = Yes 2 = No
33	43	24. Higher Education	1 = Yes 2 = No
34	44	25. Informal Education	1 = Yes 2 = No
35	45	26. Latin American Area Studies	1 = Yes 2 = No

Variable Number	Column Number	Name of Variable	Code Values
36	46	27. Literacy and Illiteracy	1 = Yes 2 = No
37	47	28. Nonformal Education	1 = Yes 2 = No
38	48	29. Occupational Training	1 = Yes 2 = No
39	49	30. Out-of-School Education	1 = Yes 2 = No
40	50	31. Physical Education	1 = Yes 2 = No
41	51	32. Preschool Education	1 = Yes 2 = No
42	52	33. Private Schools	1 = Yes 2 = No
43	53	34. Public Schools	1 = Yes 2 = No
44	54	35. Rural Education	1 = Yes 2 = No
45	55	36. School Attendance Repeaters/Dropout	1 = Yes 2 = No
46	56	37. Social Change	1 = Yes 2 = No
47	57	38. Social Class	1 = Yes 2 = No
48	58	39. School Management and Organization	1 = Yes 2 = No
49	59	40. Secondary Education	1 = Yes 2 = No
50	60	41. Sex Education	1 = Yes 2 = No
51	61	42. Students	1 = Yes 2 = No

Variable Number	Column Number	Name of Variable	Code Values
52	62	43. Student Movements	1 = Yes 2 = No
53	63	44. Teachers/ Educators	1 = Yes 2 = No
54	64	45. Teachers' Unions and Syndicates	1 = Yes 2 = No
55	65	46. Teaching	1 = Yes 2 = No
56	66	47. Technical Education	1 = Yes 2 = No
57	67	48. Universities	1 = Yes 2 = No
58	68	49. University Reform	1 = Yes 2 = No
59	69	50. Urban Education	1 = Yes 2 = No
60	70	51. Vocational Education	1 = Yes 2 = No
61	71	52. Education - General	1 = Yes 2 = No
--	77-80	Sequence Number	Consecutive Numeration (Starting with 0001)
	1	Card Number	2

For variables 62 through 70, indicate all terms which may be used to describe the type of publication

62	5	1. Data-Based Empirical or Survey Research	1 = Yes 2 = No
63	6	2. Annotated Bibliography	1 = Yes 2 = No

64	7	3. Collection of Papers/Articles	1 = Yes 2 = No
65	8	4. Conference Proceedings/ Reports	1 = Yes 2 = No
66	9	5. Collection of Tables, Charts, Data	1 = Yes 2 = No
67	10	6. Historical Research	1 = Yes 2 = No
68	11	7. Experimental Research	1 = Yes 2 = No
69	12	8. Descriptive Research	1 = Yes 2 = No
70	13	9. Bibliography	1 = Yes 2 = No
71	15-45	Author's Name (Last Name, First Initial)	*
	77-80	Sequence Number	

*Not available for Vol. No. 45.

Appendix I

Argentina	01
Bolivia	02
Brazil	03
Central America - General	04
Belize Central	05
Costa Rica	06
El Salvador	07
Guatemala	08
Honduras	09
Nicaragua	10
Panama	11
Chile	12
Colombia	13
Ecuador	14
Guyana	15
Latin America - General Hispanic	16
Mexico	17
Paraguay	18
Peru	19
Uruguay	20
Venezuela	21
West Indies/Caribbean - General	22
Antilles	23
Cuba	24
Dominican Republic	25
Haiti	26
Jamaica	27
Puerto Rico	28
Trinidad/Tobago	29
Bahamas	30
Unknown	99

APPENDIX 2

CODEBOOK

Trends in Latin American Educational Research

by

Everett Egginton

Assisted by
Sheree Koppel

University of Louisville

November 1982

Revised - February 1983

Variable Number	Column Number	Name of Variable	Code Values
Card No.	1-2	Card No.	01
1	3-4	Volume No.	01-43
2	5-6	Year of Publication	36-
3	7-8	Year of Release	37- 99-Missing Value
4	9-10	Editor-in-Chief	01.- Lewis Hanke 02.- Miron Burgin 03.- Francisco Aguilera 04.- Nathan Haverstock 05.- Haverstock and Earl J. Pariseau 06.- Earl J. Pariseau 07.- Earl J. Pariseau and Henry E. Adams 08.- Henry E. Adams 09.- Donald J. Stewart 10.- Dolores Moyano Martin
5	11-12	Contributing Ed/ Hispanic Section	01.- Ernesto Galarzo 02.- Harold Benjamin 03.- M. B. Laurenco Filho 04.- Frank Knopp, Jr. 05.- Marjorie Johnston 06.- Douglas S. Ward 07.- Russell G. Davis 08.- Gordon C. Ruscoe 09.- Everett Egginton
6	13	Contributing Ed/ Brazil Section	1.- Ernesto Galarzo 2.- M. B. Laurenco Filho 3.- George I. Sanchez 4.- Irene DeMenezes Doria 5.- Bibliografia Brasileira de Educacao 6.- Agnes E. Toward 7.- Kathleen B. Fisher

Variable Number	Column Number	Name of Variable	Code Values
7	14-15	Number Pages/ Education Section	01-
8	16	Number Pages/ Essay/Hispanic	1- 9-No Essay (recoded=0)
9	17	Number Pages/ Essay/Brazil	1- 9-No Essay (recoded=0)
10	18-20	Number of Abstracts	001-
		Number of Abstracts by Country	
11	21-23	General/Hispanic	00-
12	24-25	Argentina	00-
13	26-27	Bolivia	00-
14	28-30	Brazil	000-
15	31-32	Central America	00-
16	33-34	Chile	00-
17	35-36	Colombia	00-
18	37-38	Costa Rica	00-
19	39-40	Cuba	00-
20	41-42	Dominican Republic	00-
21	43-44	Ecuador	00-
22	45-46	El Salvador	00-
23	47-48	Guatemala	00-
24	49-50	Guayana	00-
25	51-52	Haiti	00-
26	53-54	Honduras	00-

Variable Number	Column Number	Name of Variable	Code Values
27	55-56	Jamaica	00-
28	57-58	Mexico	00-
29	59-60	Nicaragua	00-
30	61-62	Panama	00-
31	63-64	Paraguay	00-
32	65-66	Peru	00-
33	67-68	Puerto Rico	00-
34	69-70	Uruguay	00-
Card No.	1-2	Card Number	02
1	3-4	Volume Number	01-43
35	5-6	Venezuela	00-
36	7-8	West Indies	00-
		Number of Abstracts by Subject Matter/Focus	
37	9-10	Academic Degrees	00-
38	11-12	Administration	00-
39	13-14	Adult Education	00-
40	15-16	Attendance	00-
41	17-18	Bilingual Education	00-
42	19-20	Books	00-
43	21-22	Curriculum	00-
44	23-24	Economics of Ed.	00-
45	25-26	Educational Finance	00-
46	27-28	Educational Planning	00-

Variable Number	Column Number	Name of Variable	Code Values
47	29-30	Educational Policy	00-
48	31-32	Educational Research	00-
49	33-34	Educational Technology	00-
50	35-36	Education and Social Change	00-
51	37-38	Elementary Ed.	00-
52	39-41	Higher Education	000-
53	42-43	Latin American Area Studies	00-
54	44-45	Literacy and Illiteracy	00-
55	46-47	Nonformal Ed.	00-
56	48-49	Physical Education	00-
57	50-51	Preschool Education	00-
58	52-53	Private Schools	00-
59	54-55	Public Schools	00-
60	56-57	Rural Education	00-
61	58-59	Secondary Ed.	00-
62	60-61	Sex Education	00-
63	62-63	Social Classes	00-
64	64-65	Special Education	00-
65	66-67	Students	00-
66	68-69	Teachers	00-
67	70-71	Teaching	00-

Variable Number	Column Number	Name of Variable	Code Values
68	72-73	Urban Education	00-
69	74-75	Vocational Ed.	00-
70	76-77	Undetermined	00-
Card No.	1-2	Card Number	03
1	3-4	Volume Number	01-43
		Type of Material Reviewed	
71	5-7	Number of abstracts reporting on books	000-
72	8-9	Number of abstracts reporting on pamphlets	00-
73	10-11	Number of abstracts reporting on complete journals	00-
74	12-14	Number of abstracts reporting on journal articles	000-
75	15-16	Number of abstracts reporting on government reports/ publications	00-
76	17-18	Number of abstracts reporting on international organization reports/publications	00-
77	19-20	Number of abstracts reporting on unpublished works	00-
78	21-22	Undetermined	00-

Discipline: Number of Educational Abstracts by Social Science/Humanities Discipline

Variable Number	Column Number	Name of Variable	Code Values
79	23-25	Political Science/ Policy/ International Relations	000-
80	26-27	History/Historical Study	00-
81	28-30	Sociology	000-
82	31-32	Anthropology	00-
83	33-34	Geography	00-
84	35-36	Literature/ Folklore	00-
85	37-39	Philosophy	000-
86	40-41	Economics	00-
87	42-43	Art/Music	00-
88	44-45	Language/ Linguistics	00-
89	46-47	Bibliographies	00-
90	48-49	Undetermined	00-
Research Methodology: Number of Abstracts by Research Methodology			
91	50-52	Historical	000-
92	53-55	Descriptive	000-
93	56-58	Experimental	000-
94	59-61	Undetermined/Other	000-
Qualitative Assessment of Abstracts: Number of Abstracts by Qualitative Assessment			
95	62-64	Positive in tone	000-

Variable Number	Column Number	Name of Variable	Code Values
96	65-67	Negative in tone	000-
97	68-70	Neutral in tone	000-
98	71-73	Mixed in tone	000-
99	74-76	Undetermined/no abstracts	000-

Language of Publication Reviewed: Number of Abstracts by Language of Publication

Card No.	1-2	Card Number	04
1	3-4	Volume Number	01-43
100	5-7	English	000-
101	8-10	Spanish	000-
102	11-13	Portuguese	000-
103	14-16	French	000-
104	17-19	Other	000-
105	20-22	Undetermined	000-

The Essays

106	23	Number of Essays	1. General only 2. Latin America only 3. Brazil only 4. Latin America and Brazil 5. No essays
107	24-26	Number of Abstracts Highlighted in Essay(s)	000- 999-no essays

Countries Highlighted in Essay(s)

108	27	Is Argentina Highlighted?	1 = yes 2 = no

Variable Number	Column Number	Name of Variable	Code Values
109	28	Is Bolivia Highlighted?	1 = yes 2 = no
110	29	Is Brazil Highlighted?	1 = yes 2 = no
111	30	Is Central America Highlighted?	1 = yes 2 = no
112	31	Is Chile Highlighted?	1 = yes 2 = no
113	32	Is Colombia Highlighted?	1 = yes 2 = no
114	33	Is Costa Rica Highlighted?	1 = yes 2 = no
115	34	Is Cuba Highlighted?	1 = yes 2 = no
116	35	Is Dominican Republic Highlighted?	1 = yes 2 = no
117	36	Is Ecuador Highlighted?	1 = yes 2 = no
118	37	Is El Salvador Highlighted?	1 = yes 2 = no
119	38	Is Guatemala Highlighted?	1 = yes 2 = no
120	39	Is Guayana Highlighted?	1 = yes 2 = no
121	40	Is Haiti Highlighted?	1 = yes 2 = no
122	41	Is Honduras Highlighted?	1 = yes 2 = no
123	42	Is Jamaica Highlighted?	1 = yes 2 = no

Variable Number	Column Number	Name of Variable	Code Values
124	43	Is Mexico Highlighted?	1 = yes 2 = no
125	44	Is Nicaragua Highlighted?	1 = yes 2 = no
126	45	Is Panama Highlighted?	1 = yes 2 = no
127	46	Is Paraguay Highlighted?	1 = yes 2 = no
128	47	Is Peru Highlighted?	1 = yes 2 = no
129	48	Is Puerto Rico Highlighted?	1 = yes 2 = no
130	49	Is Uruguay Highlighted?	1 = yes 2 = no
131	50	Is Venezuela Highlighted?	1 = yes 2 = no
132	51	Are West Indies Highlighted?	1 = yes 2 = no
		Subject Matter Highlighted	
133	52	Academic Degrees	1 = yes 2 = no
134	53	Administration	1 = yes 2 = no
135	54	Adult Education	1 = yes 2 = no
136	55	Attendance	1 = yes 2 = no
137	56	Bilingual Education	1 = yes 2 = no
138	57	Books	1 = yes 2 = no

Variable Number	Column Number	Name of Variable	Code Values
139	58	Curriculum	1 = yes 2 = no
140	59	Economics of Education	1 = yes 2 = no
141	60	Educational Finance	1 = yes 2 = no
142	61	Educational Planning	1 = yes 2 = no
143	62	Educational Policy	1 = yes 2 = no
144	63	Educational Research	1 = yes 2 = no
145	64	Educational Technology	1 = yes 2 = no
146	65	Education and Social Change	1 = yes 2 = no
147	66	Elementary Ed.	1 = yes 2 = no
148	67	Higher Education	1 = yes 2 = no
149	68	Latin America Area Studies	1 = yes 2 = no
150	69	Literacy and Illiteracy	1 = yes 2 = no
151	70	Nonformal Education	1 = yes 2 = no
152	71	Physical Education	1 = yes 2 = no
153	72	Preschool Education	1 = yes 2 = no

Variable Number	Column Number	Name of Variable	Code Values
154	73	Private Schools	1 = yes 2 = no
155	74	Public Schools	1 = yes 2 = no
156	75	Rural Education	1 = yes 2 = no
157	76	Secondary Education	1 = yes 2 = no
Card No.	1-2	Card Number	05
1	3-4	Volume Number	01-43
158	5	Sex Education	1 = yes 2 = no
159	6	Social Classes	1 = yes 2 = no
160	7	Special Education	1 = yes 2 = no
161	8	Students	1 = yes 2 = no
162	9	Teachers	1 = yes 2 = no
163	10	Teaching	1 = yes 2 = no
164	11	Urban Education	1 = yes 2 = no
165	12	Vocational Education	1 = yes 2 = no
166	13	General Tone of Essay	1 = more positive than negative 2 = more negative than positive 3 = balanced 4 = noncommittal/ undetermined 9 = no essay

APPENDIX 3

Variable Descriptions

Subject Matter

(15 Categories Included in the Analysis)

Variable Descriptions
Subject Matter/Focus
(Alphabetical Order)

Var. No.		
38	Administration	Many abstracts deal with the actual management of the schools or of education. Some abstracts deal with financial aspects of management, some with the training of administrators, some with legal issues. Others deal with administration of government institutions related to education.
43	Curriculum	Includes all abstracts concerned with what is taught as well as methodology or how content is presented. Covers preschool through higher education.
48	Educational Research	Many abstracts included here are sources listing research studies underway in various locations. Also included here are those abstracts dealing with single research studies. A number of abstracts deal with research in related fields such as social science or psychology.
50	Education and Social Change	Abstracts which deal with education's role in promoting or retarding social mobility or in influencing policy. Also, abstracts which deal with political consciousness raising.
46	Educational Planning	Includes all abstracts that made mention of planning directions, many ministerial directives, new innovation directives, reform movements, recommendations by organizations related to education.
47	Educational Policy	Includes laws, educational acts, ministerial statements of policy, testing, evaluation and measurement guidelines, reform movements, women's rights in education, also some policy directions in areas such as social science indirectly related to education.

Var. No. (continued)

51	Elementary Education	Includes all abstracts referring to primary schooling, preschool education, before secondary education, after preschool education.
52	Higher Education	Includes all works centering on university courses, university life, university institutional organization and development, curriculum, academic programs, etc.. Institutional catalogues and histories are also included.
53	Latin American Area Studies	A potpourri of educational topics examined with broad reference to Latin American countries or with specific reference to numerous countries.
59	Public Schools	Includes a number of abstracts dealing with general educational questions; e.g., some included here deal with the question of public vs. private institutions, some discuss access to education within a public system, etc.
61	Secondary Education	Includes abstracts concerned with education after elementary grades, before higher education placement.
63	Social Classes	Primarily sociological studies of class make-up of populations or of students. Focus on elites or indigenous populations. Some deal with social mobility or class restrictions. Others deal with relationship of class to educational achievement.
65	Students	Primarily contains those abstracts dealing with student movements and unrest; also contains sociological studies on student background, composition of students by social variables in institutions, effects of programs on students, student-faculty relationships, student growth and progress, and other related aspects.

Var. No. (continued)

66	Teachers	Includes abstracts dealing with teacher preparation and education, teachers' roles, teachers' unions, teachers' status, etc. Also includes biographies of educators, university professors.
67	Teaching	Primarily abstracts dealing with methodology and philosophy, teaching strategies, policy related to teaching, careers, teaching as a profession, anecdotes presented by teachers describing teaching experiences.